

Page Title

SALISBURY STATE UNIVERSITY Proposed EDUC 200: The School in Society

School of Education and Professional Studies

Department of Education

EDUC 200: The School in Society

I. Instructor:

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II. Description:

Historical sociological and philosophical approach to the role of the school in society. Consideration given to pre- K-12 school settings with special emphasis on organization and administration of schools in Maryland. Field experience required. Three hours per week. Meets General Education IIB.

III. Course Objectives:

Upon completing this course students will gain skills in description critical evaluation and application of:

- 1) the broad range of philosophical historical and sociological bases for education;
- 2) the group dynamics involving all stakeholders in education (including parents community members school personnel business representative and government officials);
- 3) the role of the teaching profession (including professional organizations) in curriculum development and school improvement;
- 4) guided observation data collection focused inquiry and systematic evaluation including self-evaluation;
- 5) various assessment methods in the instructional process;
- 6) reflective thinking problem-solving and decision-making;
- 7) various approaches to teaching controversial problematic and value-oriented issues;
- 8) integration of themes across disciplines;
- 9) various strategies for retrieving analyzing interpreting organizing synthesizing and communicating information and concepts;
- 10) skills for life-long learning (e.g. flexibility curiosity risk-taking etc.);
- 11) research about teaching learning individual difference exceptional student child development and culturally diverse populations;
- 12) the roles of effective teachers and the characteristics of various patterns of effective school organization;
- 13) the relationship between research and practice;
- 14) identifying bias in curricular materials and adapting instruction appropriately;

15) the role of state agencies local school districts and national organizations in curriculum development and implementation.

IV. Learning Experiences:

In fulfilling these objective students will...

- 1) Attend and participate openly in class discussion and activities;
- 2) Read reflect upon and discuss information found in the text and other reading sources (journals handouts newsmagazines and daily newspapers);
- 3) Participate in ongoing educational opportunities through the semester outside of class such as lectures workshops symposia conference and meetings of student professional organizations on campus. In particular students must attend the Riall lecture in Holloway Hall Auditorium.
- 4) Complete 20 to 30 hours of field-based participation in a setting approved by the instructor and authorized by the Director of Field Experiences (Note: field experience provides an opportunity to compare content of readings and classroom discussions with actual school practices);
- 5) Keep a weekly log of activities during field experience (Note: A letter signed by classroom teacher/supervisors verifying satisfactory completion of the field experience is to be submitted with the log before the end of the semester.);
- 6) Write two short reflection papers which synthesize the information covered in class discussions reading and field experience (Note: these papers will be submitted via e-mail and students will be given opportunities for peer evaluation and discussion);
- 7) Prepare a bibliography of at least 20 sources (including at least 5 World Wide Web sources) on a current issue of topic of concern to educators using the ERIC computer retrieval system and a World Wide Web browser.
- 8) Facilitate (in groups of 2 or 3 students) a class discussion on a topic approved by the instructor;
- 9) Complete a midterm and a final examination which will cover textbook reading class discussions presentations.

V. Evaluation:

Classwork including discussion leadership: 40 points

Short papers (2): 40 points

Midterm Examination: 30 points

Bibliography: 20 points

Field Experience including Log: 30 points

Final Examination: 30 points

Professional demeanor: 10 points

Final grades will be based on points and percentages as follows: A=185-200 pts; B=170-184 pts;

C=155-169 pts.;

D=140-154 pts.; F=Less than 140 pts.

VI. Expectations/Guidelines:

Writing Across the Curriculum: Among the critical skills of a well-educated individual prepared to participate in contemporary society is communication in written form. Such communication must be convincing clear correct and appropriate to a variety of audiences. To demonstrate this skill each student is required to meet high standards of clarity and correctness in all written work submitted in the course. The evaluation of all written assignments will take into account content organization style grammar spelling and punctuation. For further clarification refer to the **University Writing Proficiency Requirement** found on page 54 of the 1996-98 SSU Undergraduate Catalogue. Students will be held to the scholastic standards and policies outlined in the University Catalogues (see page 46-47 in the 1996-98 SSU undergraduate Catalogue.)

Professional demeanor is important. Student will be asked to show courtesy to instructor and classmates be attentive and actively engage in discussions as well as actively facilitate the participation of their colleagues. To do this it is important that students attend class arrive on time and submit their assignments on the scheduled date. Students will be asked to self-evaluate their professional demeanor at midsemester. A final evaluation of class participation including the discussion leadership will be done by the instructor at the end of the class.

VII. Tentative Term Schedule:

- Week 1 Introduction; Philosophical Perspectives
- Week 2 Chapter 1 Society and Education (Text pp. 1-34)
- Week 3 Chapter 2 Educational Selecting and Sorting in PostIndustrial Society (Text pp. 35 - 77)
- Week 4 Chapter 3 Problems of Children and Youths in Differing Social Class Environments (Text pp. 78 - 94)
1st Group Presentation
- Week 5 Chapter 4 Home Environment The Family and Cognitive Development (Text pp. 95 - 134)
2nd Group Presentation
- Week 6 Chapter 5 The Peer Group (Text pp. 135 - 156)
3rd Group Presentation
First short paper due
- Week 7 Chapter 6 The Transition from Adolescence to Adulthood (Text pp. 157 - 184)
4th Group Presentation
- Week 8 Chapter 7 Mobility and Education (Text pp. 185 - 221)
Midterm Examination
- Week 9 Chapter 8 Low-status Students and Compensatory Education (Text pp. 222 - 259)
5th Group Presentation
- Week 10 Chapter 9 Desegregation (Text pp. 260 - 295)
6th Group Presentation
Bibliography due
- Week 11 Chapter 10 Cultural Pluralism and Minority Education (Text pp. 296 - 351)
7th Group Presentation
- Week 12 Chapter 11 Women and Education (Text pp. 352- 373)
Education and the Law
2nd short paper due
- Week 13 Chapter 12 Additional Topics Focusing on Educational Equity (Text pp. 374 - 395)
Thanksgiving Holiday
- Week 14 Chapter 13 School Reform and Effectiveness (Text pp. 396 - 456)
Field Experience Log/Verification Letter due
- Week 15 Final Examination

VIII. Texts and Materials:

Levine D.U. & Levine R.F. (1996) *Society and Education* 9 Ed. Boston: Allyn and Bacon.

IX. Bibliography:

Armstrong David G. *Teaching Today: An Introduction to Education* 5 Ed. Merrill/Prentice Hall Inc. Pub. Co. 1997

Cookson Peter W. Jr. and Barbara Schneider. *Transforming Schools* Garland Pub. Co. 1995

Gutek Gerald *Historical and Philosophical Foundations of Education A Biographical Introduction* 2 Ed. Merrill/Prentice Hall inc. Pub. Co. 1997

McNergney Robert and Joanne M. Herbert. *Foundations of Education: The Challenge of Professional*

Practice Allyn and Bacon Pub. Co. 1995

Morrison George S. *Teaching in America* Allyn and Bacon Pub. Co. 1997

Sadker Myra and David Sadker. *Teachers Schools and Society* 4 Ed. McGraw Hill Inc. Pub. Co. 1997

Webb L. Dean Arlene Metha and K. Forbis Jordan. *Foundations of American Education* 2 Ed.

Merrill/Prentice Hall Inc. Pub. Co. 1996

Wynne Edward A. and Kevin Ryan. *Reclaiming Our School - Teaching Character Academics and Discipline* 2 Ed. Merrill/Prentice Hall Inc. Pub. Co. 1997

9/23/99

SALISBURY STATE UNIVERSITY

COURSE CHANGE REQUEST

ATTACHMENT 4: General Education Justification

The Department of Education proposes that EDUC 200 (formerly EDUC 305) be accepted as a Group II General Education course. Our rationale is threefold:

INTERDISCIPLINARY FOCUS. According to the guidelines in the *Policies and Procedures for Curriculum Approvals* handbook Group II consists of "courses designed to offer perspectives and insights on the interaction of humans with each other in a social world in the areas of history and social sciences." EDUC 200 (305) is grounded in the social historical and philosophical foundations of education a social science. By considering not just schools but the complex web of social institutions in which they must function students in EDUC 200 (305) engage with a curriculum that integrates political economic legal and multicultural issues. Education is in the forefront of the national agenda. Every SSU student - indeed every citizen - has an investment in America's schools. Many are or will become parents of public school children. All are or will become taxpayers whose contributions over a lifetime will ensure the success or failure of local schools. Others will be involved in creating and implementing business practices and governmental policies that will have a significant impact on schools. It is therefore especially appropriate that a course which informs our students about the complex environment of public education find itself in the general education curriculum at Salisbury State University as such a course is at may other institutions.

INTELLECTUAL DEVELOPMENT. According to the guidelines in the *Policies and Procedures for Curriculum Approvals* handbook a general education course should contribute to students' intellectual development by engaging them in active learning experiences that promote one or more of the following outcomes: abilities to integrate and synthesize ideas; abilities make informed and responsible judgments; abilities to communicate; abilities to think analytically; abilities to inquire critically abilities to function as responsible citizens. In attempting to connect theory with practice EDUC 200 (305) students are asked to struggle with challenging issues. Instructors evaluate student progress not on rote memory of facts or recitation of static content but on the integration of knowledge and skills problem-solving ethical judgment and reflection.

MODES OF INQUIRY. EDUC 200 (305) is delivered via a rich mix of instructional strategies and learning experiences which permit students to explore a variety of ways to acquire knowledge skills intellectual perspectives and dispositions. The department's faculty model effective teaching practices to ensure that students are engaged in diverse learning experiences including:

- writing - students write formal papers journals and extended constructed responses on exams;
- technology - students must communicate with instructors using technological resources and complete a computer-driven search of educational sources using electronic databases search engines and the Internet.

- oral communication - students are required to interact in small and large group formats during every class period and must make a formal presentation to the entire class;

- experiential service learning - a required field component in the local schools of at least 20 hours is a course requirement not a "fourth credit" add-on.

Students who are prospective teachers have been the mainstay of EDUC 305 and will likely remain so in EDUC 200. According to the *Policies and Procedures for Curriculum Approvals* handbook a general

education course should not be "designed primarily to prepare students for a particular profession."
EDUC 200 (305) is not a methods of teaching course; rather it is an introduction to the historical philosophical legal social and economic aspects of education in America designed for a wide audience. EDUC 200 is no more a course "designed primarily to prepare students for a particular profession" as is PHYS 221 GEOG 208 NURS 325 ENGL 300 POSC 200 HIST 430 or BIOL 121. A number of students outside of Education select EDUC 305 as an elective particularly in social work psychology and nursing. Should the class be offered as a 200-level general education course we believe an even wider range of students will elect to take the course due to the course content as previously described.

Comments and questions about this page can be directed to the [Senate Webmaster](#).